INTERNATIONAL JOURNAL OF
QUALITATIVE STUDIES IN EDUCATION

Contents and author index, Volume 21, 2008

Editors JAMES JOSEPH SCHEURICH and M. CAROLYN CLARK, 511 Harrington Tower, 4226 TAMU Texas A&M University, College Station, TX 77843–4226, USA. E-mail: qse@tamu.edu

Managing Editor ELSA M. GONZALEZ Y GONZALEZ, International Journal of Qualitative Studies in Education, 4226 TAMU, Texas A&M University, College Station, TX 77843–4226.

REGIONAL EDITORS

North America KATHRYN BELL McKENZIE, Texas A&M University, College Station, TX 77843–4226, USA
FRED BONNER, Texas A&M University, College Station, TX 77843–4226, USA
NORVELLA CARTER, Texas A&M University, College Station, TX 77843–4232, USA
TOBY EGAN, Texas A&M University, College Station, TX 77843–4226, USA
VICENTE LECHUGA, Texas A&M University, College Station, TX 77843–4226, USA
LAURA STOUGH, Texas A&M University, College Station, TX 77843–4225, USA
TERAH VENZANT CHAMBERS, Texas A&M University, College Station, TX 77843–4226, USA

Europe GEERT KELCHTERMANS, Center for Educational Policy and Innovation, University of Leuven, Vesaliustraat 2, B-3000 Leuven, Belgium
DORTHE STAUNÆS, The University of Århus, Department of Educational Psychology, Tuborgvej 164, 2400, Copenhagen NV, Denmark
DEBORAH YOUDELL, School of Educational Foundations and Policy Studies, Institute of Education, University of London, 20 Bedford Way, WC1H 0AL, UK

Central and South America MARILDA CAVALCANTI, Departamento de Linguistica Aplicada/IEL, Campinas, São Paulo, Brazil
ELSIE ROCKWELL, DIE, Tenorios 235, Tlalpan, Mexico DF, CP 14330, Mexico.
JOÃO A. TELLES, UNESP-Assis, Depto. de Letras Modernas, Av. Dom Antonio, 2100, 19800–000 Assis, São Paulo, Brazil
CLAUDIA TORRES, UNAH, Apartado Postal U–8956, Tegucigalpa, Honduras

Africa DORIA DANIELS, Department of Educational Psychology, Stellenbosch University, 2027 GG Cillie Building, Matieland, 7602, South Africa

Asia YOUNG CHUN KIM, Department of Education, Chinju National University of Education, 380, Shinan Dong, Chinju, Kyungsangnam DO, South Korea

Australia/New Zealand BRONWYN DAVIES, School of Education, University of Western Sydney, Bankstown Campus, Locked Bag 1797, Penrith South DC, NSW 1797, Australia

BOOK REVIEW EDITORS

TARA J. YOSSO, Department of Chicana and Chicano Studies, University of California, Santa Barbara, CA 93106, USA

NINA ASHER, Department of Educational Theory, Policy & Practice and Women's & Gender Studies Program, Louisiana State University, Baton Rouge, LA 70803

EDITORIAL BOARD
PAUL ATKINSON, SOCAS, Cardiff, UK
STEPHEN BALL, Institute of Education, University of London, UK
THOMAS E. BARONE, Arizona State University, USA
LILIA BARTOLOME, University of Massachusetts, Boston, USA
LISA M. BAUMGARTNER, Northern Illinois University, USA
DENNI BLUM, California State University Fresno, USA
DEBORAH BRITZMAN, York University, Canada
NORMAN K. DENZIN, University of Illinois, USA
CHRISTOPHER DUNBAR, Michigan State University, USA
NORMA GONZALEZ, University of Arizona, USA
J. AMOS HATCH, University of Tennessee, USA
TAZIM JAMAL, Texas A&M University, USA
JUANITA JOHNSON BAILEY, University of Georgia, USA
STEINER KVALE, Aarhus Universiteit, Denmark
PATTI LATHER, Ohio State University, USA
YVONNA S. LINCOLN, Texas A&M University, USA
SHARAN MERRIAM, University of Georgia, USA
LUIS MOLL, University of Arizona, USA
SONIA NIETO, University of Massachusetts, USA
MARICELA OLIVA, University of Texas at San Antonia, San Antonio, TX
FRANCES RAINS, The Evergreen State College, USA
LESLIE ROMAN, University of British Columbia, Canada
JENNIFER A. SANDLIN, Arizona State University, Tempe, AZ, 85287–1011, USA
ROBERT SHERMAN, (Founding Editor), University of Florida, USA
BILL TIERNEY, University of Southern California, Los Angeles, USA
ELIZABETH J. TISDELL, Pennsylvania State University, USA
OLGA VASQUEZ, University of California, La Jolla, USA
SOFIA VILLENAS, Cornell University, USA
RODMAN WEBB (Founding Editor), University of Florida, USA
RICHARD WISNIEWSKI, University of Tennessee, USA

Volume 21 Number 1 January–February 2008

Special Issue: The complexity and power of methods and analytical optics
Guest Editor: Jo Krøjer

CONTENTS

Introduction
The complexity and power of methods and analytical optics
Dorthe Staunæs and Jo Krøjer 1

Articles
Who is ready for results? Reflections on the multivoicedness of useful research
Dorthe Staunæs and Dorte Marie Søndergaard 3

(Re)constructing strategies: a methodological experiment on representation
Bibi Hølge-Hazelton and Jo Krøjer 19

Poethical: breaking ground for reconstruction
Jo Krøjer and Bibi Hølge-Hazelton 27

Anchors of meaning – helpers of dialogue: the use of images in production of relations and meaning
Christina Hee Pedersen 35

Resisting and committing to schooling: intersections of masculinity and academic position
Malou Juelskjær 49

Volume 21 Number 2 March–April 2008

CONTENTS

Field-text process analysis: the *Brown v. Board of Education* ruling
Sandra Pensonseau-Conway and Satoshi Toyosaki 65

Critiquing the school community: a qualitative study of children's conceptualizations of their school
Julie Anne Pooley, Lauren Breen, Lisbeth T. Pike, Lynne Cohen and Neil Drew 87

Appropriating roles and relations of power in collaborative learning
Nancy Ares 99

Re-presenting women and leadership: a methodological journey
Jane Wilkinson and Jill Blackmore 123

Teacher preparation in a post-totalitarian society: an interpretation of Ukrainian teacher educators' stereotypes
Tetyana Koshmanova and Tetyana Ravchyna 137

Societal images of youth: representations and interpretations by youth actively engaged in their communities
DeAnne K. Hilfinger Messias, Louise Jennings, M Elizabeth Fore, Kerry McLoughlin and Deborah Parra-Medina. 159

Editor's introduction
Jim Scheurich and Carolyn Clark 179

Research article
When rewards and sanctions fail: a case study of a primary school rule-breaker
Ruth Woods 181

Rullock's response to Woods – When rewards and sanctions fail: a case study of a primary school rule-breaker
Nicola Rollock 197

Woods' response to Rollock
Ruth Woods 201

Book reviews 205

Volume 21 Number 3 May–June 2008

Special Issue: Emergent methodologies
Guest Editor: Margaret J. Somerville

CONTENTS

Editorial
'Waiting in the chaotic place of unknowing': articulating postmodern emergence
Margaret J. Somerville 209

Articles
Watching to see until it becomes clear to you: metaphorical mapping – a method for emergence
Marlene R. Atleo 221

Storytelling as research praxis, and conversations that enabled it to emerge
Phoenix De Carteret 235

The way of the s/word: storytelling as emerging liminal
Caroline Josephs 251

Behind the veil: an in-depth exploration of Egyptian Muslim women's lives through dance
Nancy Tɔncy 269

In a glass darkly? Writing as blurred reflection
Martin Mantle 281

A painterly methodology for learning and research
Paul Reader 297

Volume 21 Number 4 July–August 2008

CONTENTS

Editorial
The state of qualitative research in the early twenty-first century – take 2
Carolyn Clark and Jim Scheurich 313

Articles
The new paradigm dialogs and qualitative inquiry
Norman K. Denzin 315

Professional movements, local appropriations, and the limits of educational critique: the cultural production of mixed messages at an urban middle school
Tricia Niesz 327

Shades of gray: an autoethnographic study of race in the academy
Daniel M. Miller 347

When all the school became a stage: young children enacting a community's fear and sense of loss
Elzette Fritz, Elizabeth Henning and Estelle Swart 375

Traveling with MI education in a turbulent sea: stories of South Korea
Myung-Hee Kim and Kyung-Hee Cha 389

Gateways to understanding: a model for exploring and discerning meaning from experience
Carolyn Lunsford Mears 407

Book review 427

Erratum 433

Volume 21 Number 5 September–October 2008

Special Issue: Expanding the knowledge base in educational leadership: the scholarship of Barbara L. Jackson Scholars
Guest Editor: Linda C. Tillman

CONTENTS

Dedication to Dr. Deborah Ann Blue 435

Preface
Linda C. Tillman 437

Introduction
Barbara L. Jackson 439

Articles
'Sometimes I feel like the problems started with desegregation': exploring Black superintendent perspectives on desegregation policy
Sonya Douglass Horsford and Kathryn Bell McKenzie 443

Women secondary school principals: multicultural voices from the field
Barbara Rivers Wrushen and Whitney H. Sherman 457

'Trusting' schools to meet the academic needs of African-American students? Suburban mothers' perspectives
Karen Stansberry Beard and Kathleen M. Brown 471

'What you see is [not always] what you get!' Dispelling race and gender leadership assumptions
Latish Reed and Andrea E. Evans 487

Narratives on experiences of African-American women in the academy: conceptualizing effective mentoring relationships of doctoral student and faculty
Cosette M. Grant and Juanita Cleaver Simmons 501

Conceptualizing a critical discourse around hip-hop culture and Black male youth in educational scholarship and research
Darius Prier and Floyd Beachum 519

Volume 21 Number 6 November–December 2008

CONTENTS

Introduction
M. Carolyn Clark and Jim Scheurich 537

Egon Guba: in memoriam
Introduction
For Egon's friends and colleagues
Yvonna S. Lincoln 539

Egon Guba
Norman K. Denzin 541

Tribute: Egon Guba
Patti Lather 543

A reflection of Egon
Ernest R. House 545

On learning to be a scholar: a tribute to my teacher
Thomas A. Schwandt 547

How to be an inspired qualitative methodologist: learning from Egon Guba and his work
Judith Preissle 551

In memoriam: Egon Guba
Gary Shank 555

A tribute to Egon Guba
Judith M. Meloy 559

Remembering a great man
David A. Erlandson 561

Egon Guba: the witty authentic maverick
Valerie J. Janesick 565

Bibliography of Egon Guba's Publications and presentations
Judith Preissle 569

Articles
The lure of hegemonic masculinity: investigating the dynamics of gender relations in two male elementary school teachers' lives
Wayne Martino 575

'Our family business was education': professional socialization among intergenerational African–American teaching families
Jeannine E. Dingus 605

Cultivating the qualitative research borderlands: educational poetics and the politics of inclusivity
Andrew Gitlin 627

Building and destroying students' 'academic identities': the power of discourse in a two-way immersion classroom
Deborah K. Palmer 647

Review 669

Volume content and author index, volume 21, 2008 673

Author Index

Ares, Nancy, 99
Atleo, Marlene Renate, 221

Beachum, Floyd, 519
Beard, Karen Stansberry, 471
Bellemeur, Jeanette, 205
Blackmore, Jill, 123
Blumenreich, Megan, 427
Breen, Lauren, 87
Brown, Kathleen M., 471

Cary, Lisa, 205
Cha, Kyung-Hee, 389
Clark, Carolyn M., 313, 179, 537
Cohen, Lynne, 87

De Carteret, Phoenix, 235
Denzin, Norman K., 315, 541
Dingus, Jeannine E., 605
Drew, Neil M., 87

Erlandson, David, 561
Evans, Andrea E., 487

Fore, M Elizabeth, 159
Fritz, Elzette, 375

Gitlin, Andrew, 627
Grant, Cosette M., 505

Hee Pederson, Christina, 35
Henning, Elizabeth, 375
Holge-Hazelton, Bibi, 19, 27
Horsford, Sonya Douglass, 443

House, Ernest R., 545

Jackson, Barbara L., 439
Janesick, Valerie, 565
Jennings, Louise B., 159
Jewett, Laura M., 669
Josephs, Caroline Ann, 251
Juelskjær, Malou, 49

Kim, Myang-Hee, 389
Koshmanova, Tetyana, 137
Krøjer, Jo, 1, 19, 27

Lather, Patti, 543
Lincoln, Yvonna S., 539

Mantle, Martin, 281
Martino, Wayne, 575
McKenzie, Kathryn Bell, 443
McLoughlin, Kerry, 159
Mears, Carolyn Lunsford, 407
Meloy, Judith M., 559
Messias, DeAnne K. Hilfinger, 159
Miller, Daniel M, 347

Niesz, Tricia, 327

Palmer, Deborah K., 647
Parra-Medina, Deborah, 159
Pensonseau-Conway, Sandra L., 65
Pike, Lisbeth T., 87
Pooley, Julie Anne, 87
Preissle, Judith, 551, 569
Prier, Darius, 519

Ravchyna, Tetyana, 137
Reader, Paul Anthony, 297
Reed, Latish Cherie, 487
Rollock, Nicola, 197

Scheurich, Jim, 179, 313, 439, 537
Schwandt, Thomas A., 547
Shank, Gary, 555
Sherman, Whitney H., 457
Simmons, Juanita M., 505
Somerville, Margaret, 209
Søndergaard, Dorte, 3
Staunæs, Dorthe, 1, 3
Swart, Estelle, 375

Tillman, Linda C., 435, 437, 439
Tonsy, Nancy M., 269
Toyosaki, Satoshi, 65

Wilkinson, Jane, 123
Wrushen, Barbara Rivers, 457
Woods, Ruth, 181, 201